DOCUMENT RESUME

ED 370 720 PS 022 535

AUTHOR Bernick, Rivian; Rutherford, Barry
TITLE Connecting School Family Community Resources. School & Family Partnership Series.
INSTITUTION RMC Research Corp., Denver, CO.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE [93]
CONTRACT RR91-1720-08
NOTE 43p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation; Ancillary School Services; Community Programs; *Family Programs; Middle Schools; Parent Participation; *Parent School Relationship; Program Descriptions; *Program Effectiveness; Program Implementation; Resource Centers
IDENTIFIERS *Family Support; *Integrated Services; Program Characteristics; School Based Services

ABSTRACT

Intended for use by school administrators and community leaders serving families of students in the middle grades (6-8), this booklet describes eight family resource programs that illustrate a broad range of practices that attempt to match specific services to those unique needs of the adolescents and families served in each community. Each of the programs has provided evaluation data that indicate measures of success. The descriptions include details of how program leaders have addressed different elements of implementation, including scope and objectives, setting, planning, services and staffing, and governance. Keys to successful operations are highlighted for each program. The programs described are: (1) Buffalo Public Schools' Parent Center, Buffalo, New York; (2) Working Parent Resource Center, St. Paul, Minnesota; (3) Natchez-Adams Chapter 1 Parent Center, Natchez, Mississippi; (4) Bell County Middle School Youth Services Center, Pineville, Kentucky; (5) Parents Place, Longview, Washington; (6) South Brunswick School Based Youth Services Program, Monmouth Junction, New Jersey; (7) Greenlee/Metro Elementary Lab School, Denver, Colorado; and (8) McAllen Parent/Student Community Evening Study Centers, McAllen, Texas. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 720

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Connecting School Family Community Resources

Rivian Bernick
Barry Rutherford
RMC Research Corporation

PS 022535

OFFICE of RESEARCH

BEST COPY AVAILABLE

Connecting School • Family • Community Resources

Introduction

Across the nation, there is growing recognition that the needs of many of today's families — for example, the need for employment, health, and education services, and in some cases physical well-being and safety — have significant impact on children's academic achievement. Identifying and reducing the forces that impact families requires action beyond what schools traditionally have undertaken. In order to support the efforts of families and strengthen their access to resources, many schools have developed family resource programs. These programs forge a link between families and a comprehensive network of educational and community services.

Such partnerships between families, schools, and local community agencies attempt to provide preventive and support services in convenient and comfortable locations. Care is taken to fill gaps and avoid replication in the delivery of services. Flexibility at the local level and an emphasis on encouraging new ideas from families, school personnel, community agencies, and other participants are key to the development of the "family resource" approach.

Purpose

This booklet is intended for use by school administrators and community leaders serving families of students in the middle grades (6-8). Those working with middle grade families and students are often challenged by the developmental, physical, and emotional changes that accompany adolescence and confront students and their families. The transition from elementary schooling to the middle grades compounds the struggle of some families and students to maintain a sense of connectedness with the school.

The transitions and struggles so common to the middle grades serve as a backdrop to the eight family resource programs described in this booklet. These programs are not presented as "models;" rather, they were selected to illustrate a broad range of practices that attempt to match specific services to those unique needs of the adolescents and families served in each community. Each of the programs have provided evaluation data that indicate measures of success. Evaluation, as discussed here, is not in terms of final outcomes for the programs; evaluation data may only be indicators of implementation and, as one of the

> *"If the potential resources available to the school and the family resulting from the synergy of partnerships is realized, schools and families will have powerful new tools for ensuring education success for children.*
>
> Council of Chief State School Officers, 1991

project directors described, "an expression of hope...what the future looks like."

Rather than adopting a particular program intact, as school and community leaders, you are encouraged to use the program descriptions to stimulate thinking about important elements of program development and implementation.

Program Selection

The process of selecting programs for this booklet involved a review of the literature on resource programs, nominations from educators across the nation, a plan to represent different demographic groups in various geographic regions, and telephone interviews and mail surveys. The highlighted programs were chosen because of their comprehensive services; detailed descriptions of planning, implementing and evaluating services; and willingness to respond to future inquires. The eight following programs were selected as a result of this process:

- **Buffalo Public Schools' Parent Center, Buffalo, NY.** The Parent Center, implemented by Chapter 1, offers traditional and non-traditional programs focusing on parenting skills, academic skills of parents and students, and computer literacy.
- **Working Parent Resource Center, St. Paul, MN.** This program provides seminars to help metro area working parents successfully balance the demands of family with the demands of work.
- **The Natchez-Adams Chapter 1 Parent Center, Natchez, MS.** The Parent Center serves Chapter 1 students and families through parent education, parenting workshops, resource referral, and tutoring. The center also offers training for parents interested in using instructional materials with their children at home.
- **Bell County Middle School Youth Services Center, Pineville, KY.** This center provides a centralized location for a drug and alcohol program, a juvenile justice transition program, employment counseling, and services promoting coordination and collaboration among local service providers.

- **Parents Place, Longview, WA.** The Parents Place program for teens has an emphasis on preventing repeat teen pregnancies, enhancing and supporting parenting skills, and providing resource referrals.

- **South Brunswick School Based Youth Services Program, Monmouth Junction, NJ.** This program offers a centralized location for the integration of mental health, health, educational support, employment, and transitional services for middle and high school students and their families.

The following family resource programs do not serve traditional middle grade schools and students (6-8) within their programs. They do, however, illustrate two unique approaches that could be adapted for schools and communities that serve middle grade students.

- **Greenlee/Metro Elementary Lab School, Denver, CO.** Greenlee strives to maximize school success for all students by focusing on student achievement and growth, adult education and skill building, parent education, and family support services.

- **McAllen Parent/Student Community Evening Study Centers, McAllen, TX.** The McAllen program provides Chapter 1 regular and migrant students, retainees, recent immigrant students, limited English proficient students, and other recommended students with extended academic instruction. Adult basic education, parenting classes, and computer assisted instruction are also offered.

"Our vision of school improvement compels us to create a new conception of the appropriate relationship between the school and its community, parents, and families."

Shields, 1992

Program Descriptions

While the goal of family resource programs is to provide accessible, integrated services that address a range of needs, each of the featured programs has pursued it in a different way. While some of the highlighted programs offer a range of comprehensive services, others target fewer and more specific community needs.

The diversity among these approaches is detailed in descriptions of the eight programs. Each shows how program leaders have addressed the following phases of planning, implementation, and evaluation for a school-linked partnership:

Program Setting

Identification of key community and family conditions that motivated the need for a family resource program.

Planning

Delineation of planning process with identified family, school, and community partners.

Needs/Resource Assessment

Completion of needs and resource assessments that detail specific programming, staffing, and resource needs.

Rationale and Mission

Determination of program rationale and mission based on local conditions and needs.

Program Services/Staffing

Design and implementation of services, activities, strategies, and staffing that address local needs and realize program mission.

Governance

Definition of governance structure, process, and key players.

Resources

Identification and acquisition of financial, human, and in-kind resources for both start-up and ongoing operations from varied sources such as state and federal programs, foundations and grants, public school districts, businesses, and community organizations and agencies.

Outcomes

Design and implementation of formal and informal strategies to indicate evidence of actual and perceived benefits, and to motivate review and revision of the program.

Buffalo Public Schools' Parent Center

Buffalo, New York

Program Scope/Objective

The Buffalo Public Schools' Parent Center serves all of Buffalo's public and non-public school students and their families by offering traditional and non-traditional programs focusing on parenting skills, academic skills of parents and students, and computer literacy.

Program Setting

The Buffalo City School District is responsible for the education of approximately 46,650 students and the maintenance of 14 elementary schools, 11 early childhood education centers, 17 grade 3-8 academies, 7 academic schools, 8 technical and vocational high schools, 30 magnet schools and 4 special schools. In an attempt to consolidate both educational and recreational services, the district decided to open a parent center at a single site. The Buffalo Public Schools' Parent Center is located in a renovated building also occupied by the Buffalo Urban League. The center houses a fully-equipped child care room, an instructional observation room, a primary room, two computer areas, a kitchen/dining room combination, an auditorium/multipurpose room, and the Heritage library which contains books written in many languages, textbooks, school district reading materials, Big Books, and a reading loft.

Planning

The center, implemented by Chapter 1, represents the joint effort of the total district. The center was designed by both public and non-public school parents, the Chapter 1 District Advisory Council, administrators, teachers, and community agency representatives after it was noted that student success in school was highly correlated to parent participation in the educational process. Based on this concept, the Parent Center was designed to coordinate and provide parent education programs addressing academic concerns, health and social issues, and other activities that encourage parent involvement in the education of their children.

Buffalo Public Schools' Parent Center

Buffalo, New York

Needs/Resource Assessment

The primary educational needs of students in the areas of reading, written composition, and mathematics are identified by standardized and criterion referenced tests, and teacher recommendations. Parent needs are identified through surveys conducted by the Comprehensive School Improvement Planning Teams, the Chapter 1 District Advisory Council, and Parent Center surveys. The primary needs of pre-school children include developmental, social, and nutritional support and are determined through observations and parent interviews.

Rationale and Mission

The Buffalo Public Schools' Parent Center strives to provide family-centered programs for parents and their children in the belief that student success in school is highly correlated to parent participation in their children's education. Staff work to motivate and strengthen individual confidence and self-determination for both parents and children. It is the center's hope that its nurturing and supportive environment will spur personal growth, increase children's academic achievement, and lead to lifelong learning for all participants. The center serves public and non-public school students, from birth through age 18, and their parents.

Program Services/Staffing

To enhance the capacity of families to improve their children's learning in school and at home, the Parent Center provides opportunities for participation in various educational and recreational programs. These programs are designed by Chapter 1 staff members and are based on the expressed needs of the parents, current trends in education, test scores of the children, and pertinent information from the school system, particular schools, and community resources. Programming focuses on three areas:

1) parenting skills
2) academic skills of both parents and students
3) computer literacy

To address the goals in these areas, ongoing programs include the T.H.C. (Take Home Computer) Program, Even Start, Parent/Child Computer program, infant/parent programs, ESL (English as a Second Language) classes, child development workshops, field trips, informational workshops, Buffalo Urban League Partnership program, and seminars designed for parents to help their children with academic skill development. The Center is managed by a supervisor and staffed by full- and part-time teachers, teacher aides, community education leaders, security personnel, bus drivers, a clerk, and a custodian. Consultants for specific programs are hired as needed.

Governance

The Assistant Superintendent of Federal Programs has been the catalyst for and the person in charge of the overall operation of the Parent Center. A supervisor maintains the day-to-day functioning of the center and supervises the staff. The Chapter 1 District Advisory Council acts in an advisory capacity to the center.

Resources

Initially, the Buffalo Board of Education supplied start-up funds for the Parent Center. These funds covered facility rental, furniture, computers, utilities, a percentage of staff salaries, and parking. Chapter 1 provided additional funding for resources such as staffing, supplies and materials, security, field trips, and additional computers. The Board of Education continues its financial commitment and provides in-kind services including technical assistance from district staff.

Keys To Successful Operations

One of the challenges that Center staff have confronted is reaching the "hard to reach" parent. The Center provides door to door transportation, child care, a "warm, nurturing environment," and programs based on the expressed needs of participants.

9
BEST COPY AVAILABLE

Buffalo Public Schools' Parent Center

Buffalo, New York

Outcomes

Both ongoing and annual evaluations are completed for this program. Statistics are kept on the numbers of families who participate in the programs on both a regular and a periodic basis. Participants complete individual evaluations after each series of classes or at the end of each single session workshop. Children's report cards are reviewed to identify the progress they have made. A process evaluation is completed by an outside evaluator each year. Evaluation results indicate that the program is meeting the perceived needs of its participants.

Contact:

Buffalo Public Schools'
Parent Center
15 E. Genesee Street
Buffalo, NY 14203
Dr. Howard Lewis, Assistant
Superintendent of Federal Program
(716) 851-3651

"This coordinated and efficient link between the Center, schools, and community provides a unified resource for all participants."

Buffalo Parent
Center Brochure

Working Parent Resource Center

St. Paul, Minnesota

Program Scope/Objective

The Working Parent Resource Center represents a partnership between the St. Paul business community and the St. Paul Schools, and provides seminars to help metro area working parents successfully balance the demands of family and work.

Program Setting

The Working Parent Resource Center is located in St. Paul, the capital of Minnesota. As a metropolitan urban area, St. Paul is largely comprised of working families. In 1985, the St. Paul Schools Community Education Department received a grant to offer noon-time seminars to parents working in downtown St. Paul. With the increase of two-parent working families, the school system felt the need for work-based family support. The center is operated as a partnership between the St. Paul business community and the St. Paul Schools. Managed by the St. Paul Public Schools, the center is situated in the North Central Life Tower, in the heart of downtown.

Planning

After the St. Paul Schools received grant monies to offer noon-time seminars to working parents and the needs of working parents were researched, the Working Parent Resource Center was created. A work and family specialist enlisted cooperation from downtown agencies and businesses. Brookfield Development donated space in the North Central Life Tower for the Resource Center.

Throughout the planning and implementation stages, the assistant director of Family Education for St. Paul Public Schools, the director of Community Education, the vice president of St. Paul Technical College, the center director, and parent educators have been involved.

Working Parent Resource Center

St. Paul, Minnesota

Needs/Resource Assessment

Local needs were determined by the parent educators and an advisory board made up of people who work downtown. The center director made decisions based on personal experiences and the experiences of other parent education sites. Feedback from program participants is used to identify seminar topics.

Rationale and Mission

The Working Parent Resource Center's mission is to support and empower working families in order to enhance the quality of life and promote personal development and interpersonal effectiveness. The center serves the entire St. Paul metropolitan area.

Program Services/Staffing

The Working Parent Resource Center offers weekly, noon-time seminars at locations throughout the St. Paul metropolitan area. Seminars are also available at other convenient times for parents unable to break away from their work to attend the noon-time seminars. These seminars relate to a variety of work and family issues such as managing family and work stress, balancing work and family responsibilities, and coping with changing family demographics. Center staff are currently developing a new seminar entitled "Home Alone: concerns for school age children and their families."

A broad array of programs is also offered to St. Paul business sites. Complete training programs or individual modules can be selected from three basic areas of family education: individual development, working parent, and work and family. Seminars at the worksite may be funded by employers who purchase them for their employees at a package price, or by the employees who pay a nominal fee in advance.

The Working Parent Resource Center also helps interested employers stage health and wellness fairs for their employees. Visitors to the center are able to consult with a parent educator on any topic relating to balancing work and family. The Working Parent Resource Center also houses a lending library with more than 600 books, periodicals, and videotapes on issues such as child care, child development, school/home communication, and parenting. Center staff includes a full-time director, a part-time program coordinator, a worksite coordinator, and an office manager. Parent educators, licensed through the State of Minnesota, and other professionals teach the seminars.

Governance

The Working Parent Resource Center is managed by the St. Paul Public Schools and has two advisory boards. A twelve member program advisory board provides advice on workshop topics, locations, instructors, advertising strategies, fees, and policy issues. A six member finance advisory board works with the center staff on securing additional funds.

Resources

Start up resources came from St. Paul Public Schools when they received a grant from the Northwest Area Foundation. Donations from local businesses included furniture, phones, a computer, bookshelves, books, and pictures. Current funding is provided by the St. Paul Public Schools Community Education Department and from fees charged for services. Shelard Incorporated, the current building owner, donates office space.

Keys To Successful Operations

The center has implemented a fee schedule for its services and provides programs for over 60 companies. In the last four years, revenues from fees have increased sixfold.

Rather than expand its corporate client base, the center has found it more cost efficient to increase the number of classes provided to parents within the corporations it already serves.

Working Parent Resource Center

St. Paul, Minnesota

Outcomes

The program is internally evaluated four times a year by analyzing seminar enrollment, and resource center usage and inquiries. Formal feedback from program participants is used to evaluate materials, seminar topics, presenters, and new proposals. Both enrollment and revenues from fees have grown throughout the Working Parent Resource Center's history.

Contact:

Working Parent Resource Center
445 Minnesota Street
St. Paul, MN 55101
Marcie Brooke, Director
(612) 293-5330

"The seminars help employees become more productive at work by helping them manage their family life through effective parenting skills."

Working Parent Resource Center Information Packet

BEST COPY AVAILABLE

The Natchez-Adams Chapter 1 Parent Center

Natchez, Mississippi

Program Scope/Objective

This program serves the Natchez-Adams School District's Chapter 1 students and families from preschool to 8th grade through parent education, parenting workshops, resource referral, and tutoring. Non-Chapter 1 students and families are referred to appropriate community agencies as available. The center also offers training for parents interested in using instructional materials with their children at home.

Program Setting

The Natchez-Adams School District is a consolidated rural district with an enrollment of 6,200 students served in two primary schools (K-2), two elementary schools (3-6), one middle school (7-8), and one high school. Of the 6,200 students in the district, approximately 3,500 qualify for Chapter 1 services. All preschool through eighth grade students scoring below the 50th percentile in math, reading, and/or language arts are served.

Plagued by a poor economy, high rates of unemployment and illiteracy, and limited industry, the Natchez-Adams School District began a small pilot program in 1987 to serve Chapter 1 students and families. Located in one of the district's more disadvantaged schools, the program was soon viewed as serving the population of only that school. In 1989, the program was moved to the central administration office so it would be seen as serving the entire school system.

Planning

Parents, teachers, and administrators involved in Chapter 1 planning reviewed current educational research following a Chapter 1 study of district achievement scores and retention rates. From this review of effective practices, they directed their efforts toward developing an effective parent involvement program.

The Natchez-Adams Chapter 1 Parent Center

Natchez, Mississippi

Needs/Resource Assessment

The information from the Chapter 1 study of achievement and retention rates was gathered through the district's Chapter 1 needs assessment. Further information about local needs was gathered from parents, school staff, and involved community members.

Rationale and Mission

Natchez-Adams Parent Center is attempting to develop an integrated learning environment for parents and children. By bringing the home and the school closer together, the center supports parents in their efforts to work more effectively with their children at home and to increase academic achievement. A support system of Parent Center staff, teachers, and other parents strive to make learning for children and adults more inviting and engaging.

Program Services/Staffing

The center offers training to parents interested in using instructional materials with their children at home. These educational materials are loaned out and include activity packets, learning games, videos, computer software, cassette tapes, workbooks, and recreational reading materials. Numerous parenting workshops conducted by the center focus on topics such as drug awareness, self-esteem, assertive discipline, parenting an adolescent, computer literacy, and homework. Parent education is also an important focus for the center and includes GED (General Educational Development), adult literacy, and Even Start classes. The center offers a transition orientation for parents and their sixth graders as they prepare to move to the middle school. Natchez Middle School is also the site of a center run "health fair." The center is staffed by one parent coordinator and three teacher assistants.
The center serves as a resource and support system, providing access to other community agencies. Families are referred to the

Department of Human Services, mental health, job training, adult education, or parent support programs. In addition, the center connects families with local agencies for support including clothes, eye glasses, and holiday assistance. Working closely with housing units, the Natchez-Adams Parent Center staff set up tutorial programs in each of the three apartment complexes. These programs feature a parent component that requires parents to attend and complete the Parent-to-Parent drug awareness training.

Governance

The Natchez-Adams Parent Center is under the direction of the district Chapter 1 program. Planning and implementation meetings include the Chapter 1 coordinator, a parent coordinator, parents, teachers, and administrators.

Resources

The Natchez-Adams Parent Center is funded with Chapter 1 monies. GED and adult literacy classes are sponsored through Chapter 1 and Even Start funds. District funds are used to support participation of non-Chapter 1 families. Adult basic education classes are sponsored by Copiah-Lincoln Community College and the University of Mississippi.

Keys To Successful Operations

Early each school year, the center holds a workshop for teachers to help them become aware of what the center can do to support their efforts. Throughout the school year, teachers are encouraged to complete a referral form indicating areas where an individual child needs more support. The parent receives this form and takes it to the Parent Center where they receive educational materials and demonstrations on how to use them effectively with their child. Increased student achievement has resulted in widespread endorsements from families.

By moving the center from a neighborhood school to the central administration offices, the staff was able to build a district-wide services concept. Increased participation now reflects that an easily accessible neutral location has contributed to a greater use of services.

The Natchez-Adams Chapter 1 Parent Center

Natchez, Mississippi

Outcomes

At this time, evaluation efforts remain informal. The number of involved families has increased from 150 in the first year to 3,000 in the fifth year of the center's existence. In addition to the increased number of families involved in the center's activities, there has also been an increase in parents involved in workshops, volunteer programs, and orientation sessions held at local school sites. There has also been an increase in the number of participants in adult literacy and parenting programs offered by the school district. Chapter 1 staff have also seen growth in student achievement over time.

Contact:

The Natchez-Adams Parent Center
Natchez-Adams School District
P.O. Box 1188
Natchez, MS 39121-1181
Judy Sturdivant,
Chapter 1 Coordinator
Lorene Mock,
Parent Coordinator
Dr. Willie J. Hoskin,
Superintendent
(601) 445-2920

"[We are] attempting to lead the way to a total integrated learning effort by children and parents."

from "The Parent Center: Success in Natchez"

Bell County Middle School Youth Services Center

Pineville, Kentucky

Program Scope/Objective

This Family Resource Program provides a centralized location for coordination and collaboration among community service providers while offering services such as a drug and alcohol program, a juvenile justice transition program, and employment counseling.

Program Setting

Bell County is a large, rural county located in the heart of Appalachia. The county is comprised primarily of small, isolated mountain communities within a 390 square mile area and is characterized by high concentrations of single-parent families, pockets of extreme poverty, social isolation, frequent occurrences of criminal activity, long-term unemployment, and dependency on federal aid. Bell County Middle School began operation in 1989 with the consolidation of ten elementary schools. The middle school serves 650 seventh and eighth grade students, 70% of whom qualify for the reduced price lunch program. When the 1990 Kentucky Education Reform Act mandated the creation of Family Resource and Youth Services Centers, the Bell County School District saw the opportunity to address the demographic and economic issues in their school and in their community.

Planning

The Bell County School District received state funding to implement four Family Resource Centers at the elementary level and two Youth Service Centers at the secondary level. Following the state initiative, plans for the Bell County Middle School Youth Services Center were launched by the Youth Services Center director, an advisory council, and a resource council. The director, middle school principal, assistant principal, school counselor, and two teachers collaborated to assess the needs of the school's youth and families and to design in-school programs. The director and advisory council promoted public awareness of the Youth Services Center and its services through orientation sessions, home visits, school open houses, and inclusion of center information in community agency brochures and church newsletters.

Bell County Middle School Youth Services Center

Pineville, Kentucky

Needs/Resource Assessment

In addition to the needs assessment conducted by school staff, the Youth Services Center application committee designed a service needs survey. Fifteen agencies and civic groups identified the community's current services and any barriers to receiving those services. Each was invited to discuss services provided by their agency, the role their agency could play in the center, and any conditions that presently hindered their success. The survey indicated that there was a lack of funds for special needs (e.g., clothing, haircuts for job applicants), insufficient staffing in many service agencies, a lack of communication and coordination between social service providers, and a lack of space to house various activities and programs.

Needs assessments conducted specifically with the Bell County Middle School parents, students, and teachers showed high rates of teen pregnancy, lack of information for families about school services and resources, inadequate academic skills, underinvolved parents, a lack of successful role models, poor employment prospects, difficulty in moving from the juvenile justice system back into school and family settings, and a wide range of social and emotional issues including alcohol abuse and low self-esteem.

Rationale and Mission

This program was developed to promote the flow of resources and support to families and youth in ways that strengthen the functioning and enhance the growth and development of the individual members of the family unit. The Youth Services Center philosophy is family oriented and focuses on awareness, prevention, intervention, and problem solving.

Another goal of the Bell County Middle School Youth Services Center is to create an atmosphere for involvement by providing educational programs, activities, and services locally. Utilizing the expertise of a variety of professionals, the Youth Services Center strives to ensure coordination and collaboration among all participating agencies and institutions.

Program Services/Staffing

The Youth Services Center staff includes a full-time coordinator and assistant. In addition, volunteers from community families, businesses, churches, and agencies are involved at every level of the center's operation. Services provided by the center include a network of Youth Services Center resources that will have an effective impact on the family unit; a comprehensive drug and alcohol program;

assistance with re-entry from the juvenile justice system back into school and family settings; and employment counseling, training, and placement as well as summer and part-time job development.

A parent resource room is used to introduce and foster the concept of the Youth Services Center as an "open-door" service to middle school families and youth. It houses Youth Services Center informational materials, audio-visual materials, computers, a typewriter, and books about the needs of middle school-aged youth. The parent resource room is available for conferences, in-school presentations and workshops, discussions, and meetings. Middle school families also have access to a copying machine, a kitchen, a laundry room, and vending machines.

The center has organized and disseminated a concise, usable directory of services available to the community and receives referrals from students, parents, school personnel, and counselors for screening and identification of needed services. Outside agencies may also make referrals to the center at their discretion. The director provides needed assistance in filling out the paperwork necessary to receive services. In addition, the center features a "warm line" providing program information for parents, students, and community volunteers. It offers many additional programs such as adult literacy classes, intramural sports, program alternatives for first time juveniles, and a mentoring/shadowing program. The center sponsors two risk-reduction programs geared toward adolescents: Talking With Your Kids About Alcohol and Talking With Your Students About Alcohol. A youth/family recreation night encourages the whole family to be involved in activities together and three after-school clubs encourage students to actively pursue their interests. The center also sponsors several programs that promote strong citizenship and enhance self esteem. Support groups are offered as the need arises.

Governance

An advisory council is the governing body for the Bell County Middle School Youth Services Center. This council is comprised of parents and students representing each of the ten feeder neighborhoods, school staff, service providers who served on the application committee, and representatives of the community at large. A resource council includes representatives from 15 community agencies and meets monthly to match families with programs and to provide programming information to clients.

Keys To Successful Operations

Center staff found many families reluctant to take part in school or other community functions and have developed more user friendly strategies.

Programming is developed from needs expressed by families rather than from needs determined by staff.

Information dissemination and family recruitment are highly valued and tailored to specific programs.

"The issue is community ownership and above all, providing services in such a way that it leaves personal dignity intact."

Diane Ball
Director

BEST COPY AVAILABLE

Bell County Middle School Youth Services Center

Pineville, Kentucky

Resources

The center is funded by the State of Kentucky and the Bell County Board of Education. Various community organizations and agencies are committed to providing services, programs, time, and other in-kind contributions.

Outcomes

Evaluation of the Bell County Youth Services Center is accomplished through quarterly and annual monitoring of progress toward specific program goals and objectives. This evaluation information is used to guide future program development. The annual evaluation includes a comprehensive questionnaire that asks each Youth Services Center "consumer" to rate the center's services and staff in terms of environment, effectiveness, professionalism, and courtesy. Participants are also asked about their likelihood of continued involvement with the center's programs. A year-end report analyzes progress toward each objective, and notes any objectives revised as a result of the formal evaluation. Results indicate increases in parent attendance at center activities and center contacts and referrals. Expanded student involvement in after-school activities has resulted in the addition of more activities.

Contact:

Commonwealth of Kentucky
Cabinet for Human Resources
Family Resource
& Youth Services Branch
275 East Main Street
Frankfurt, KY 40621
Ronnie Dunn, Manager
(502) 564-4986
(502) 564-6108 FAX

Bell County Youth Services Center
Bell County Middle School
Route 1 Box 87C
Pineville, KY 40977
Diane Ball, Director
(606) 337-1976
(606) 337-1976 FAX

"Inclusion of community partnerships in the Youth Services Center complete part of the missing link in education by providing the family, with a complete environment of support."

Diane Ball, Director

Parents Place
Longview, Washington

Program Scope/Objective

The Parents Place program, a cooperative effort of St. John's Medical Center, the suburban Kelso School District, and community agencies, has an emphasis on preventing teen pregnancies, reinforcing parenting skills, and providing resource referrals.

Program Setting

Parents Place serves the suburban communities of Longview and Kelso, mill towns composed of blue collar workers struggling with a scaled-back lumber industry. The faltering local economy holds little hope for the 1,000 students attending Kelso High School. Each year, 700 of 1,500 local babies are born into low income or single parent families. Many of the mothers are also high school dropouts. The Parents Place program was created to offer information, education, support, and resource services to areas adolescents. The program operates from a former hospital campus and provides services at the campus and at Kelso High School.

Planning

This program was initiated in 1986 by Judy Bailey, the current program administrator. Ms. Bailey independently responded to a local need for perinatal outreach and parenting education in the community. Initial planning materials were obtained from the National Family Resource Coalition. Her efforts led to gaining support from the local hospital, a local foundation, the school system, and various community agencies which was instrumental throughout the planning and implementation phases of this program.

Parents Place
Longview, Washington

Needs/Resource Assessment

Ms. Bailey conducted a "walk-about" needs assessment with 30 local professionals. She had conversations with representatives from Child Protective Services and the Health Department and school district personnel, physicians, hospital social workers, and police officers.

Rationale and Mission

The Parents Place program for teens is known as Parent Scholars and places an emphasis on keeping teens in school, preventing repeat teen pregnancies, enhancing and supporting parenting skills, and offering resource referrals. Pregnant or parenting mothers and fathers, eighth through twelfth graders, either living alone or with their families, are served by Parents Place. The program also encourages dropouts to return to their school programs or links them up with alternatives such as high school completion courses and GED programs.

Program Services/Staffing

The focus of the program includes:

1) information, education, and support for parents and children
2) parenting and life skill classes
3) resources and referrals via "warm-line" phone support
4) case management

Program participants meet at the high school three mornings each week for classes taught by the school's Home and Family Life educator and one afternoon each week at Parents Place where they learn about nutrition through serving and eating a light meal. Other family members and children are welcome. Program staff model effective parenting methods while teaching teen parents how to parent their own children. Since infant care is not offered at the school, Parents Place often assists students in locating appropriate care. Professionals and paraprofessionals from the community share their expertise on topics such as infant massage, CPR training, parenting, and newborn development. Specific programs include Parent Groups, Fathers Together (fathers' support group), Positive Beginnings (newborn parenting meetings), Mom's Night Out, Childbirth Class Reunions, and a weekly newspaper column of parenting tips. Services

also include referrals for health care, housing, child care, and other basic needs. Onsite child development screenings are available and have resulted in early identification of developmental delays, appropriate referrals, and corrective therapies. Although state case management regulations call for a face-to-face contact once a month, the Parents Place transition specialist contacts each program participant weekly to help with Individual Education Plans, tutors, and those needs (clothing, transportation, child care) required to keep participants in school. The transition specialist confers weekly with the school counselor and Home and Family Life teacher.

Governance

The program is governed by a 17 member advisory board that includes parents and other community members, local physicians and nurses from St. John's Medical Center, school staff, staff from the Health Department, and staff from the Head Start program. This advisory board meets quarterly and has functioning committees for education/program planning, funding, and facilities. A five member executive board meets monthly. In addition, the school district is developing a Parent Scholar advisory committee made up of community representatives who will meet twice yearly.

Resources

To start Parents Place, a local foundation and the hospital auxiliary each provided funds. The local hospital, St. John's Medical Center, pledged space, phone, and mail service. Three years later, Kelso School District offered yearly vocational funds in accordance with the Carl Perkins Act. Prenatal care for Medicaid eligible participants is furnished by Washington State First Steps program. United Way funds are used for direct aid. Because transportation was a problem for program participants, a local service club purchased a van for the program and operates it with community volunteers. Local businesses and individual donors also provide funding.

Keys To Successful Operations

School personnel such as the superintendent of schools, the principal, the counselor, and the Home and Family Life teacher have been involved in the planning and implementation of the program.

The Parents Place staff recognizes that change is a long term process which includes challenges. Some of the issues still confronting program staff include teachers who exhibit hostility to pregnant teens, apathetic students, resistance from parents of the teens, and the need for more program space. Support services are still scattered and result in access problems for some adolescents.

Visits and tours include a crisis nursery for severely abused children and a neonatal intensive care unit. These trips are in response to local trends such as ever younger teens giving birth to premature babies.

BEST COPY AVAILABLE

Parents Place
Longview, Washington

Outcomes

At Parents Place, informal evaluation is conducted on a regular, ongoing basis. Pre- and post-written evaluations are used to assess changes in each student's achievement after taking the Home and Family Life courses. In addition, Parents Place conducts a yearly evaluation by mail with former participants who have been involved during the previous three years. Results indicate that those who stay with the program exhibit an increase in effective parenting skills, self sufficiency, and peer support. These participants are more likely to stay in school and graduate. Tracking of program participants indicates that program dropouts are more inclined to have repeat, unplanned pregnancies. The local social service agency reports that they have fewer complaints regarding parents involved with Parents Place.

Contact:

Parents Place
P.O. Box 793
Kelso, WA 98626
Judy Bailey,
Program Administrator
(206) 636-4994

Students do not exist in the isolated world of the school. Their world is their community. And so the community should be involved in their total educational process.

Judy Bailey
Program Administrator

BEST COPY AVAILABLE

South Brunswick School Based Youth Services Program

Monmouth Junction, New Jersey

Program Scope/Objective

The South Brunswick School Based Youth Services Program offers a comfortable, centralized location for the integration of mental health, health, educational support, employment, and transitional services for middle and high school students and their families.

Program Setting

The South Brunswick program is located in a suburban community whose area of 42 square miles is bisected by a major highway. The township is made up of villages with no connecting transportation system. There is no "center of town," no place for teens to congregate, and little in the way of recreation. A new movie theater complements a roller rink which for years was the sole source of recreation. The community is culturally and socio-economically diverse. It is also the most populated township in the county and is situated between two urban low-income cities (Trenton and New Brunswick). The local high school has approximately 1100 students and the middle school (grades 7-8) serves close to 600 students.

A needs assessment conducted with the adolescents in the community indicated that the lack of transportation to access services was a critical barrier to the delivery of needed support in the South Brunswick area. The high school was identified as a familiar, central location where secondary students and their families would be able to access services.

Planning

In 1987, the State of New Jersey issued a competitive request for proposals asking that school districts and community agencies collaborate and identify missing links to service delivery and areas of need that combined resources might address. The South Brunswick Board of Education and the local Community Mental Health Center worked together to identify local areas of need. Through those efforts, South Brunswick qualified for New Jersey Youth Services Program monies. The Board of Education's administrative staff was instrumental in providing support for the planning and implementation of this program. A community advisory board provided needed guidance.

South Brunswick School Based Youth Services Program

Monmouth Junction, New Jersey

Needs/Resource Assessment

Many community agencies worked closely with the Board of Education and the Community Mental Health Center to complete a needs assessment and to prioritize the areas that corresponded to the greatest needs expressed by the adolescents in the community.

Rationale and Mission

Based in the local high school, the South Brunswick Youth Services Program offers a central location for the efficient delivery of support services to all seventh through twelfth grade South Brunswick students, including those who attend vocational school and parochial schools. Dropouts and their families may also use the services of the Youth Services Program. Programs are available to younger children (grades K-6) through older siblings.

Program Services/Staffing

The collaboration between the State of New Jersey, the South Brunswick Board of Education, and the Community Mental Health Center supports a full-time director, two full- time mental health counselors, a part-time clinical coordinator, a part-time employment counselor, a part-time nurse educator, two part-time Teen Center coordinators, a part-time transition facilitator, and a part-time secretary. Students and their families have access to mental health counseling services including short and long term therapy, group therapy, and psycho-educational groups. A nurse provides health related counseling about reproductive health issues, diet, nutrition, hypertension, and other related concerns. Tutorial assistance and a year around recreational program are available through the Teen Center. An employment counselor provides assistance to high school students in resumé preparation, career awareness, and job search strategies. The Peer Welcomers Program provides group activities

to students who are new to the community and/or the school, helping them adjust to a new environment and connect with other students who are experiencing similar issues.

Governance

The governing board of the South Brunswick program, responsible for policy and decision-making, includes the Superintendent of Schools; the high school and middle school principals; the district directors of Curriculum, Student Assistance, and Special Education; the business manager; the project director for the Community Mental Health Center; and the director of School Based Youth Services. The program also has an advisory board composed of community, parent, and student representatives. A Teen Center planning board is comprised of student representatives from the high school and the middle school.

Resources

The State of New Jersey provided the initial grant funding supporting salaries for a full-time director and two mental health counselors. Part-time positions that were contained in the grant provisions included an employment counselor, Teen Center coordinator, a physician consultant, and clerical support. The school district assumes the responsibility of providing transportation, telephone and supplies, office and classroom space, gymnasium use, and ancillary support.

Keys To Successful Operations

Families have consistently bought into the service delivery that South Brunswick has offered. They appreciate the centralized location, the integration of services, and the comfort they feel within the school setting which is less sterile and less threatening than a hospital outpatient mental health environment.

Initially, there was a certain amount of skepticism among staff with respect to offering mental health services within the context of a school building. There were concerns about turf issues, confidentiality, and the need to clarify the roles and responsibilities of school staff. Through ongoing conversation, these and other obstacles have been confronted and overcome in a collaborative manner.

BEST COPY AVAILABLE

South Brunswick School Based Youth Services Program

Monmouth Junction, New Jersey

Outcomes

The community advisory board was instrumental in supporting a self-study that examined original goals and objectives and determined the extent to which they were met. This is available from the center director. Through the evaluation process, additional programs such as health education and employment counseling have evolved as a result of new needs which were not initially identified. The program also has used pre- and post- student evaluations in the mental health component to determine any decrease of symptomology and increase in self-esteem at the completion of therapeutic intervention. A statistical analysis of individual services reveals increases from the previous year in the number of students accessing mental health services (62%) and those accessing health education support services (242%).

Contact:

South Brunswick School Based
Youth Services Program
South Brunswick High School
P.O. Box 183 Major Road
Monmouth Junction, NJ 08852
Leslie Hodes, Director
(908) 329-3331

"As problems have arisen, we have confronted them in a collaborative manner."

Leslie Hodes
Director

Greenlee/Metro Elementary Lab School

Denver, Colorado

Program Scope/Objective

Greenlee/Metro Lab School, which serves 475 students in early childhood education programs through fifth grade, strives to maximize school success for all students by focusing on programming for student achievement and growth, adult education and skill building, parent education, and family support services.

Program Setting

Greenlee is located in an inner city neighborhood characterized by high crime rates, low income levels, and single parent households. Greenlee is a magnet school and one of seven family resource schools within the Denver Public School system. Greenlee also serves as a laboratory school for Metropolitan State College of Denver education students, providing college students with experiential learning opportunities and Greenlee with additional human resources. The Greenlee program is a collaborative effort between the Denver Public Schools, the city of Denver, and a variety of community and state agencies and organizations that link the whole child, the whole family, and the whole community with educational and support services.

Planning

In early 1990, teachers and principals in the Denver Public School system were encouraged to examine the premise underlying family resource schools. The district was seeking five schools to participate in a project that focused on partnerships between schools and their communities. At Greenlee, a committee made up of the principal, teachers, parents, and community leaders prepared and submitted a proposal to the district. Once accepted, the school staff worked with an organizing committee comprised of district administrators, state and city government representatives, the local park and recreation department, several educational organizations, the state public utility company, and private foundations.

Greenlee/Metro Elementary Lab School

Denver, Colorado

Needs/Resource Assessment

At Greenlee, needs assessments are conducted annually to determine the interests, strengths, and needs of Greenlee families. Families are asked what particular services are needed and how these services should be designed and implemented.

Rationale and Mission

Greenlee/Metro Lab School operates on the premise that a child's success in school depends on both the effectiveness of the traditional school experience, and the overall health of the child's family and community. Its mission is to promote maximum school success for all students with an emphasis on:

1) increasing the academic achievement of students by removing non-academic barriers to learning
2) accelerating student learning through academic activities beyond the school day
3) strengthening the capacity of families to support their children's learning and development
4) rebuilding the school community by forging partnerships between the school and the community it serves.

Program Services/Staffing

Greenlee School provides the traditional, student-focused, academic support programs, as well as non-traditional family-focused programs. Programming is based on five "core components":

1) student achievement and growth
2) adult education and skill building
3) parent education
4) family support services
5) community and business partnerships.

Before and after school care and a variety of after school enrichment activities are provided for students. Activities are available both for neighborhood children and for extended day students and include tutoring programs, recreation programs, dance classes, cultural enrichment programs, fine arts classes, and scouting. Classes for parents cover topics such as adult literacy, cooking/nutrition, GED preparation, employment, gang prevention, discipline, sex education, and English as a Second Language. Family support services include on-site case management to assist with housing, food, and clothing needs; mental health services; child care; and drug and alcohol prevention workshops.

A full-time coordinator operates these programs out of a "family resource center" located within Greenlee School. The center is busy from early morning through the evening. The center coordinator oversees the school's programs and collaborates with community based organizations, teachers, volunteers, city agencies, parents, and school staff. Since some activities are provided by outside professionals, the coordinator ensures that they have scheduled time and space, materials, permission slips and referral forms as appropriate.

Governance

The Greenlee CDM (Collaborative Decision Making) is a district mandated site-based management team that includes teachers, parents, the principal, and representatives from business and community agencies. The Family Resource School (FRS) coordinator is also a member of the CDM and gives program reports on a regular basis. The CDM is informed of all new grants that are being written to fund new or existing family resource school programs. They review all programs in September and as new programs are added throughout the year.

Resources

Funding for the first year's operation came from private corporations and foundations. A federal grant provided funding for the second year. Third year monies came from corporations and foundations. Each year, in-kind support (including space, volunteers, and materials) comes from the Denver Public Schools, local businesses, and civic organizations.

Keys To Successful Operations

The school strives to accomplish "I'm going to teach you" mentality.

Staff seek to work with parents as allies whenever and wherever they can.

To maintain two-way communication between the school and the home, the Greenlee coordinator uses newsletters, telephone calls, posters, greeters for children in new to the school, lunches with parents and home visits.

Faculty members are part of the needs assessment process and often teach summer, after school, and evening classes.

Since it is vital that families feel welcome, "a locked door to the school is a catastrophe." Therefore, school maintenance people, facility managers, and security people are fully informed of the school's philosophy, and activities and understand the purpose of the program.

Greenlee/Metro Elementary Lab School

Denver, Colorado

Outcomes

An evaluation of Greenlee's Family Resource School program was completed by the University of Colorado and focuses on whether the program has increased parent involvement, student test scores, student self esteem, motivation, and attendance. More information is available from Dr. Peggy Cuciti, Director of Research, at the Public-Private Sector Cooperation Center for the Improvement of Public Management (303-820-5664).

Contact:

Greenlee/Metro Lab School
1150 Lipan Street
Denver, CO 80204
Diane Medina, Coordinator
(303) 629-6364

It cannot be viewed as an add-on program

Diane Medina
Coordinator

McAllen Independent School District Parent/Student Community Evening Study Centers

McAllen, Texas

Program Scope/Objective

The Evening Study Centers were designed to impact the need for more effective outreach efforts to raise the achievement levels of at-risk pre-K through fifth grade students and to reduce the student dropout rate. Programming also targets parents who have not previously taken an active role in the education of their children.

Program Setting

The city of McAllen, with a population of approximately 97,000, is located in rural south Texas near the Mexican border. The McAllen Independent School District enrolls 21,500 students in 31 schools. The student population is predominately Latino/Hispanic (87%). McAllen's population includes a large number of economically and educationally disadvantaged students who participate in programs including Chapter 1, migrant education, ESL (English as a Second Language), and LEP (Limited-English Proficiency). In light of these factors, the Evening Study Center program was developed as a practical approach to serve the McAllen population.

Planning

The Evening Study Center program was initiated in 1987 after a dropout survey was completed and reviewed by the McAllen Independent School District. The study was conducted in 1985 by two Pan American University professors through Chapter 2 funds. As a result of the survey, the McAllen District Superintendent designed the Evening Study Center concept. With the help of the Administrator for Specially Funded Programs, the parent involvement coordinators, and the adult education director, the program was implemented.

Mc Allen Independent School District Parent/Student Community Evening Study Centers

Mc Allen, Texas

Needs/Resource Assessment

The dropout survey made the following recommendations:

1) implement and strengthen programs to deal with students in at-risk situations in the elementary grades
2) make a more concerted effort to develop effective communication with parents of limited-English proficient students
3) identify strategies to ensure that parents feel more comfortable in a school environment.

Rationale and Mission

Raising student achievement levels and reducing dropout rates are the focal points of the outreach efforts of the Evening Study Centers. This program purposefully addresses the needs of the following high risk students:

1) Chapter 1 regular and migrant students
2) retainees
3) recent immigrant students
4) LEP students
5) students referred by teachers or principals

Pre-K through fifth grade students and their parents are eligible for services. In addition, the centers currently house tutors for secondary migrant education students. The district's future plans include Evening Study Centers situated at all campuses, serving all district students and their families.

Program Services/Staffing

Under the direction of parent involvement coordinators, four centers operate two evenings per week. These Evening Study Centers, serving a total of 352 students and 228 parents, have been strategically placed throughout the district in areas highly accessible to those students and families most in need of this type of support. Student instruction is an extension of the academic school day, while parent education emphasizes oral language development and reading. The curriculum for students is based on the state-identified Essential Elements. The curriculum for the parents offers English as a Second Language instruction, basic literacy, and computer assisted instruction. Sessions on parenting skills are another crucial component of this program. Both students and parents at the four Evening Study Centers participate in the computer lab classes. The enhancement of positive self-concept, oral language development,

and homework support are also emphasized. The Parent/Student Community Evening Study Centers are staffed with certified professionals including four center directors, twenty-one children's teachers, and thirteen ESL teachers. The paraprofessional staff includes four instructional aides and four computer lab managers. Four security guards are also employed.

Governance

The Evening Study Center program is managed by the McAllen Independent School District and supervised by the Superintendent and the Director of State and Federal Programs. Each Evening Study Center is directed by a parent involvement coordinator. Coordinated by the Director of State and Federal Programs, planning and implementation is a collaborative effort among the Assistant Superintendent for Curriculum and Instruction, the Administrator for Elementary Education, the center coordinators, coordinators for the Chapter 1 regular and migrant programs, and district principals and facilitators.

Resources

Chapter 2 funds the salaries and benefits for teachers, aides, and security guards; general supplies and materials; and snacks. The use of school buildings, custodial help, electricity, and other utilities are in-kind contributions from the school district. The coordinated services of the Administrator for Specially Funded Programs and the Chapter 1 coordinators are also provided by the district. Tutors for migrant students are supported by the Migrant Education Program.

Keys To Successful Operations

Major emphasis is placed on establishing an inviting educational climate for both students and parents.

Center staff are sensitive to the needs of families and attempts are being made to offer additional support such as child care.

McAllen Independent School District Parent/Student Community Evening Study Centers

McAllen, Texas

Outcomes

Evaluation of the Evening Study Center Program conforms to that required of all programs receiving Chapter 2 entitlement funds. Ongoing evaluation strategies include the use of parent surveys, teacher observations, documentation of Study Center attendance, and documentation of GED recipients. Numerous positive outcomes have been reported and documented.

Contact

Evening Study Centers
McAllen Independent
School District
2000 North 23rd Street
McAllen, TX 78501
Marta Rivera, Director of State
and Federal Programs
(512) 632-3232

"School personnel and parents actively participate as a team to help students overcome achievement deficits"

Olivia Acevedo
former Administrator for
Specially Funded Programs

Summary

The pivotal theme reflected in the previous descriptions is the diversity in creating, implementing, and evaluating family resource programs.

In a 1992 issue of the journal, *The Future of Children*, Janet Levy and William Shepardson caution that there is no single approach or model for implementing school, family, and community linkages. "To succeed, a community must develop an approach and tailor program design to capitalize on its particular strengths and opportunities and to respond to its citizens' unique combination of needs and expectations."

There is, however, much to be learned from existing programs and the experiences of those who have previously wrestled with how key elements fit together to provide "a seamless web of services" (Melaville and Blank, 1991). *In Creating New Schools: Planning and Implementation Guide for School-Based Comprehensive Services Programs*, the National Resource Center for Family Support Programs has offered a number of key elements of effective programs.

Family resource programs offer new possibilities for families, schools, and communities. They have the potential to bring together the available resources in a community — parents, schools, businesses, private institutions, and public services — to strengthen the capacity of all partners in supporting the success of each child and all families. While services are specifically tailored to meet the needs of the local community, each family resource program focuses its collective resources on providing high quality, comprehensive programs in one or more of these areas: student achievement, adult education, family education, and family support services.

The premise behind family resource programs affirms the uniqueness of every community and the dignity of every family. Successful programs take great care to assure the right of each community to establish its own partnerships, to define its own mission, and to empower its own participants.

Key Elements of Effective Programs

- Incorporate a variety of educational experiences for parents
- Involve parents in planning to assure that services are relevant to their needs
- Build on the strengths of families
- Acknowledge and address the context in which families exist
- Utilize staff who are representative of the population served
- Offer parents alternatives, choices, or options (versus "answers" or solutions)
- Recognize parents as partners in educating their children
- Balance parents' need to gain information and skills with their need to receive support and attention
- Respond to the practical, day to day needs of parents such as child care and transportation
- Communicate to parents the details of the program such as the program's philosophy and the role of staff, parents, and volunteers
- Incorporate outreach efforts
- Promote relationships between staff and families characterized by compassion, warmth, and responsiveness
- Establish networks of referral, coordination, and collaboration with other resources, services, and agencies.

Additional Family Resource Programs identified in the selection process

Home/School Liaison Project
Cherry Creek School District
4700 South Yosemite
Englewood, CO 80111
Brenda Holben, Project Director
(303) 773-1184, extension 4247

Parent Liaison Program
St. Vrain Valley District RE 1J
Columbine Elementary School
111 Longs Peak Avenue
Longmont, CO 80501
Kathy Padilla, Parent Coordinator
(303) 772-7775

Community Outreach Specialist
Overland Elementary School
830 Overland Avenue
Burley, ID 83318
Kevin Bushman, Principal
(208) 678-4231

Home/School Liaison, Parent Centers
Las Cruces Public Schools
505 South Main
Las Cruces, NM 88001
Donna Fullerton, Chapter 1 Coordinator
(505) 527-5872

Building Bridges Program
Adams Twelve Five Star Schools 10280 North Huron
Northglenn, CO 80221
Nicky Wolman, Director
(303) 451-1173

Portable Family Resource Unit
Chaska Middle School
1600 Park Ridge Drive
Chaska, MN 55318
Arlene Borner, Parent Liaison
(612) 448-8700

Family Resource School
University Hills Elementary School
956 16th Street
Boulder, CO 80302
Richard Garcia, Coordinator
(303) 939-8306

Parent Resource Room
Heritage Middle School
233 East Mountain View
Longmont, CO 80501
Marcie Mason, Volunteer Coordinator
(303) 772-7900

Mobile Parent Resource Center
San Diego City Schools Education Center
4100 Normal Street, Room 2121
San Diego, CA 92103
Jeana Preston, Parent Involvement Specialist
(619) 293-8560

Chapter 1 Parent Resource Center
Charlotte/Mecklenburg Public Schools
Plaza Road Preschool
1000 Anderson Street
Charlotte, NC 28205
Glenda Horton Manning, Parent Coordinator
(704) 343-5822

Parent Involvement Center
Weslaco Independent School District
P.O. Box 266 Weslaco, TX 79596
Tonie Fuentes, Community Services Coordinator
(512) 969-8033

Project Fiesta/Parent Center
School District U-46
355 East Chicago Street
Elgin, IL 60120
Suzanne Wagner, Title VII Director
(708) 888-5171

Family Resource Rooms
Raymondsville Independent School District
One Bearkat Boulevard
Raymondsville, TX 78580
Rosario Lucero, Parental Involvement Facilitator
(512) 689-6418

Homeless Program
Seattle School District
815 4th Avenue North
Seattle, WA 98109
Acie DuBose, Special Programs
(206) 298-7160

Annotated Bibliography

Listed below are organizations from which you may obtain additional publications and materials.

Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 102
Los Altos, CA 94022
(415) 948-3696

"School-Linked Services." *The Future of Children*. (1992). Vol. 2, No. 1.
This issue provides an overview of the complex proposal for schools to play a significantly increased role in the coordination and/or provision of health and social services to children and their families. The publication handles the topic from multiple perspectives and is accessible to a broad readership.

Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431
(202) 408-5505

Families in Schools: State Strategies and Policies to Improve Family Involvement in Education.
This 1991 document describes four states' approaches for increasing the involvement of families in schools and particular strategies used by state education agencies and other state agencies.

Education And Human Services Consortium
c/o Institute of Educational Leadership
1601 Connecticut Avenue,
N.W., Suite 310
Washington, DC 20036-5541
(202) 872-4050

Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services. C. Bruner. 1991.
This guide provides a set of questions to address in developing cross-agency planning groups, in implementing local demonstration projects, and in seeking to expand successful initiatives statewide.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. A. Melaville, M. Blank and G. Asayesh. 1993.
This guide details a five step process designed to help new and existing collaborations enhance their capacity to affect the types, quality, and degree of service delivery to children and families.

What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services. A. Melaville and M. Blank. 1991.
This monograph looks at why local schools, health and welfare agencies, youth services agencies, community-based organizations and others must join forces on behalf of children and families, and offers guidance based on emerging experience about how they can move forward together.

Annotated Bibliography (cont.)

Family Resource Coalition
National Resource Center for Family Support Programs
200 Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Building Strong Foundations: Strategies for Family Resource Programs. J. Littell, 1986. This manual outlines evaluation techniques for improving the operation of programs and includes sample tracking and intake forms, and criteria for appropriate use in family support settings.

Creating New Schools: Planning and Implementation Guide for School-Based Comprehensive Services Programs.
This 1992 guide outlines the philosophy behind family resource and youth services centers. It defines and describes the steps involved in the process of planning a center and provides numerous resources.

Family Resource Program Builder: Blueprints for Designing and Operating Programs for Parents. J. Littell and L. Pooley, 1986. This manual describes family support and education programs and their principles, and offers advice to practitioners on establishing programs in their communities.

Programs to Strengthen Families: A Research Guide. Third Edition. K. Goetz, ed., 1992. This guide includes descriptions of a wide variety of community-based family support programs. History, budgets and funding streams, populations served, staffing patterns, and community linkages are included for each.

National Center for Service Integration Service
Integration Information Clearinghouse
c/o National Center for Children in Poverty
154 Haven Avenue
New York, NY 10032
(212) 927-8793

Service Integration: An Annotated Bibliography. A. Chaudry, K. Maurer, C. Oshinsky, and J. Mackie, 1993.
This annotated bibliography describes books, papers, and articles written about efforts at integrating and improving services for children, youth, and families living in poverty. Its goal is to provide a broad but brief overview of service integration.

Quotation References

Council of Chief State School Officers. 1991. *Families in Schools: State Strategies and Policies to Improve Family Involvement in Education.* Washington, DC: Author, p. 1.

Shields, P.M., 1993. Bringing schools and communities together in preparation for the 21st century: Implications of the current educational reform movement for family and community involvement policies, in *Parent and Community Involvement in the Middle Grades: Commissioned Papers.* United States Department of Education, Office of Educational Research and Improvement Contract No. RR91-1720.08. Denver, CO: RMC Research Corporation, p. 159.

This work is part of the Studies of Education Reform program supported by the U.S. Department of Education Office of Educational Research and Improvement, Office of Research, under contract No. RR91172008. The program supports studies and disseminates practical information about implementing and sustaining successful innovations in American education. The opinions in this document do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement should be inferred.